

Fiber Arts

Felting

Essential Understandings	<ul style="list-style-type: none"> Felting is the ancient art of making fabric from wool or other fibers by matting the fibers together.
Essential Questions	<ul style="list-style-type: none"> What is the history of felted fiber? How are fibers felted? What pieces of equipment are used to create felted fabrics? What are felted fibers used for?
Essential Knowledge	<ul style="list-style-type: none"> Felting dates back to 6500 B.C. Legend has it that this process was discovered by someone who needed to cushion their feet on a long walk. Fibers can be wet felted or dry felted. To create wet felted fabric you will need hot water, soap, bubble wrap, and a bamboo mat. To create dry felt you will need a 2-3" foam pad, and a felting needle. Felting can be used to make both flat felt and sculptures. Today felt is still in use in many parts of the world, including Mongolia, Turkey, South Central Asia, Scandinavia, Russia, Great Britain, and the United States. Uses of felt include: yurts, rugs, hats, coverings, blankets, cloaks, boots, and visual art.
Vocabulary	<ul style="list-style-type: none"> <u>Terms:</u> <ul style="list-style-type: none"> microscopic scales, felting needle, needle punch, wool roving
Essential Skills	<ul style="list-style-type: none"> Describe the use of felted fibers and fabrics throughout history. Choose equipment and fibers for felting. Create an original fiber manipulated design. Demonstrate the mastery of Wet Felting and Dry Felting.
Related Maine Learning Results	<p><u>Visual and Performing Arts</u></p> <p>A. Disciplinary Literacy – Visual Arts</p> <p>A1. Artist's Purpose Students research and explain how art and artists reflect and influence culture and periods of time.</p> <p>A2. Elements of Art and Principles of Design Students evaluate all the features of composition.</p> <p>a. Evaluate Elements of Art: color, form, line, shape, space, texture and value.</p> <p>b. Evaluate Principles of Design including balance, contrast, emphasis. Movement, pattern, rhythm, and unity.</p> <p>A3. Media, Tools, Techniques, and Processes Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles and expressive qualities in art forms and genres.</p>

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<p style="text-align: center;">Related Maine Learning Results</p>	<p>B. Creation, Performance, and Expression – Visual Arts</p> <p>B1. Media Skills Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works.</p> <p>B2. Composition Skills Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms.</p> <p>B3. Making Meaning Students create a body of original art work.</p> <p>a. Demonstrate sophisticated use of media, tools, techniques, and processes.</p> <p>b. Demonstrate knowledge of visual art concepts.</p> <p>c. Communicate a variety of ideas, feelings, and meanings.</p> <p>B4. Exhibition Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection.</p> <p>C. Creative Problem Solving</p> <p>C1. Application of Creative Process Students apply and analyze creative problem solving and creative thinking skills to improve or vary their own work and/or the work of others.</p> <p>D. Aesthetics and Criticism</p> <p>D1. Aesthetics and Criticism Students analyze and evaluate art forms.</p> <p>b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources.</p> <p>d. Research and explain how art and artists reflect and shape their time and culture.</p> <p>E. Visual and Performing Arts Connections</p> <p>E1. The Arts and History of World Cultures Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures</p> <p>E2. The Arts and History of World Cultures Students analyze skills and concepts that are similar across disciplines.</p> <p>E3. Goal-Setting Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts.</p>
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<p>Related Maine Learning Results</p>	<p>E4.Impact of the Arts on Lifestyle and Career Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation.</p> <p>E5.Interpersonal Skills Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.</p> <ul style="list-style-type: none"> a. Getting along with others. b. Respecting differences. e. Accepting/giving/using constructive feedback. f. Accepting responsibility for personal behavior. h. Following established rules/etiquette for observing/listening to art. i. Demonstrating safe behavior.
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Discussion and comparison of Wet and Dry Felting throughout history ▪ DVD demonstration of modern felting by a fiber artist ▪ Handout: History of Felting ▪ Handouts: Wet Felting Steps, Dry Felting Steps, and Dry Felting animals or figures ▪ Participation in Dry Felting and Wet Felting
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Evaluation of Embroidered and beaded individual project ▪ Daily Participation
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>Making Felted Friends</u> - Storey Publishing ○ <u>Exploring Textile Arts</u> - Creative Publishing International Inc. ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ <u>Quilting Arts TV</u> DVD. Series 200. 2008